Jesse W Boyd Elementary

1505 Fernwood Glendale Road
Spartanburg, South Carolina 29307

Grades	K-6 Elementary School	
Enrollment	640 Students	
Principal	Dr. Maralyce Eubanks	864-594-4430
Superintendent	Dr. J. Lynn Batten	864-594-4400
Board Chair	David W. Cecil, II	864-594-4400

The State of South Carolina

Annual School Report Card

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	63	8	1	0

IMPROVEMENT RATING: **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: **YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

For More Information, visit websites at:

www.myscschools.com

www.sceoc.org

Performance Trends Over 4-Year Period

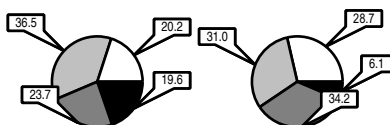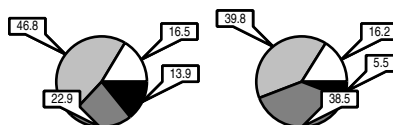|	**Absolute Rating**	**Improvement Rating**	**Adequate Yearly Progress**
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

Definitions of District Rating Terms

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

Percent of Student Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2003-04 whose 2002-03 test scores were located.   71.2%

Palmetto Achievement Challenge Tests (PACT)

Our School

Elementary Schools with Students like Ours

36.5	20.2	31.0	28.7	46.8	16.5	39.8	16.2
23.7	19.6		6.1	22.9	13.9		5.5
			34.2			38.5	

Mathematics   **English/Language Arts**   **Mathematics**   **English/Language Arts**

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	389	99.7	28.4	31.1	34.3	6.2	48.7	Yes	Yes
Gender									
Male	221	99.6	32.1	29.5	33.2	5.2	45.6		
Female	168	100.0	23.6	33.1	35.8	7.4	52.7		
Racial/Ethnic Group									
White	191	100.0	10.6	30.7	49.7	8.9	67.6	Yes	Yes
African-American	182	99.5	49.0	33.3	15.0	2.7	25.2	Yes	Yes
Asian/Pacific Islanders	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	44.4	0.0	55.6	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	326	99.7	22.4	32.9	37.8	7.0	53.8		
Disabled	63	100.0	60.0	21.8	16.4	1.8	21.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	389	99.7	28.4	31.1	34.3	6.2	48.7		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	381	99.7	27.7	31.3	34.8	6.3	49.4		
Socio-Economic Status									
Subsidized meals	185	99.5	49.7	32.9	16.1	1.3	23.5	Yes	Yes
Full-pay meals	204	100.0	12.0	29.7	48.4	9.9	68.2		
Mathematics - State Performance Objective = 15.5%									
All Students	389	100.0	20.2	36.5	23.7	19.6	57.0	Yes	Yes
Gender									
Male	221	100.0	22.2	33.0	24.2	20.6	56.2		
Female	168	100.0	17.6	41.2	23.0	18.2	58.1		
Racial/Ethnic Group									
White	191	100.0	5.6	30.7	30.2	33.5	79.9	Yes	Yes
African-American	182	100.0	37.8	44.6	16.2	1.4	29.1	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	22.2	22.2	22.2	33.3	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	326	100.0	13.6	37.6	27.5	21.3	64.1		
Disabled	63	100.0	54.5	30.9	3.6	10.9	20.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	389	100.0	20.2	36.5	23.7	19.6	57.0		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	381	100.0	19.3	36.8	24.0	19.9	57.6		
Socio-Economic Status									
Subsidized meals	185	100.0	37.3	46.0	12.0	4.7	28.0	Yes	Yes
Full-pay meals	204	100.0	6.8	29.2	32.8	31.3	79.7		

Definition of Adequate Yearly Progress

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT Performance by Grade Level

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	96	100.0	23.9	33.0	40.9	2.3	43.2
	Grade 4	96	100.0	28.9	34.9	31.3	4.8	36.1
	Grade 5	102	100.0	26.0	44.8	28.1	1.0	29.2
	Grade 6	101	100.0	30.4	34.8	29.3	5.4	34.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	95	99.0	25.3	14.9	47.1	12.6	59.8
	Grade 4	97	100.0	27.0	36.0	36.0	1.1	37.1
	Grade 5	94	100.0	31.1	46.7	21.1	1.1	22.2
	Grade 6	103	100.0	34.3	28.3	29.3	8.1	37.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	96	100.0	20.5	36.4	28.4	14.8	43.2
	Grade 4	96	100.0	27.7	36.1	15.7	20.5	36.1
	Grade 5	102	100.0	12.5	41.7	26.0	19.8	45.8
	Grade 6	101	100.0	13.0	40.2	19.6	27.2	46.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	95	100.0	19.3	35.2	26.1	19.3	45.5
	Grade 4	97	100.0	27.0	34.8	22.5	15.7	38.2
	Grade 5	94	100.0	24.4	43.3	14.4	17.8	32.2
	Grade 6	103	100.0	15.2	33.3	29.3	22.2	51.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data
N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 640)				
First graders who attended full-day kindergarten	86.7%	N/C	100.0%	100.0%
Retention rate	1.8%	Up from 1.4%	2.4%	2.7%
Attendance rate	95.9%	Down from 96.3%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%		3.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		2.6%	3.5%
Eligible for gifted and talented	35.9%	Down from 36.4%	20.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Down from 9.5%	8.0%	8.2%
Older than usual for grade	0.6%	Down from 0.8%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	56.1%	Up from 53.5%	54.2%	51.4%
Continuing contract teachers	90.2%	Down from 93.0%	90.2%	87.5%
Highly qualified teachers**	97.3%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.9%	No change	89.0%	86.7%
Teacher attendance rate	95.3%	Down from 95.8%	95.0%	94.9%
Average teacher salary	$42,413	Up 2.4%	$41,673	$40,760
Prof. development days/teacher	9.5 days	Down from 10.2 days	11.5 days	12.4 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 13.9 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.1%	Down from 91.4%	90.4%	90.0%
Dollars spent per pupil*	$6,131	No change	$5,706	$6,044
Percent of expenditures for teacher salaries*	64.6%	Down from 66.0%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.8%	92.0%
Highly qualified teachers in high poverty schools**	89.4%	91.1%

	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data
N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

Report of Principal and School Improvement Council

Jesse Boyd Elementary provides a nurturing environment with a curriculum that demands academic excellence, encourages positive self-esteem, and promotes responsible citizenship. The percentage of our students that met standards in Math and ELA exceeded the state and district in 2002 and 2003. We celebrate the academic achievement of all children and work as a unified team to prepare our children to lead in the 21st Century.

Our well-trained and dedicated staff works diligently to provide every student with academic experiences that extend beyond the classroom so that students will achieve to their fullest potential. Students are successful in learning to read because of our balanced literacy program. For the 2003-04 school year, our district supported an integrated social studies/language arts model by providing a myriad of books and resources to challenge every child. Math and Science standards are addressed through exciting hands-on activities including unit-specific science kits provided by the Upstate Regional Center for Educational Support.

Opportunities are abundant at Jesse Boyd. Students have access to Internet-connected computers in the classroom for small group and individual projects. Classes attend the computer lab for whole group instruction and additional practice in reading and math. Additional technology enhances student learning through the use of digital cameras, video cameras, LCD projectors, and SMART boards. Student leadership is encouraged through participation in Student Council, WEE Deliver, kindergarten and first grade helpers, peer tutors, teacher helpers, and flag raisers. Students have opportunities to participate in orchestra, band, and chorus with many of them receiving excellent and superior performance ratings. Many of our students had projects displayed at the Regional Science Fair, and we are proud to announce that we had a winner at the Regional level. Our school is well represented in the visual arts, community plays, and local ballets.

Education is a team effort and we solicit the joint participation of parents, staff, students, and community members. We are grateful for our continuing partnership with our PTSO and local businesses. Students serve the school community through a variety of service learning projects such as Relay for Life, Hop for Leukemia, pop tab collections for the Ronald McDonald House, canned food and winter coat drives at Christmas, and collections for our military in Iraq and school children in Afghanistan.

Jesse Boyd Elementary has been recognized as a Red Carpet School (2002) and a recipient of the 14 Carrot Challenge (2003) and has applied for the Healthy Schools Award (2004).

Maralyce Eubanks, Principal   Liz Marshall, SIC Chair

Evaluations by Teachers, Students, and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	90	54
Percent satisfied with learning environment	91.1%	76.7%	68.0%
Percent satisfied with social and physical environment	100.0%	80.7%	76.0%
Percent satisfied with home-school relations	93.3%	85.2%	62.7%

*Only students at the highest elementary school grade level at this school and their parents were included.